DOCUMENT RESUME

ED 263 955 JC 850 606

AUTHOR	Lucas, John A.
TITLE	Student Characteristics as Compared to the Community Profile. Research Report Series. Volume XIV, No. 3.
INSTITUTION	William Rainey Harper Coll., Palatine, Ill. Office of Planning and Research.
PUB DATE	15 Nov 85
NOTE	35p.; The appendix is printed on colored paper.
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160) -- Statistical Data (110)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Community Characteristics; Community Colleges; Continuing Education; *Educational Trends; *Enrollment Influences; School Surveys; *Student Characteristics; Student Recruitment; Two Year Colleges; *Two Year College Students
IDENTIFIERS	William Rainey Harper College IL

ABSTRACT

In fall 1984, a study was conducted in Illinois at William Rainey Harper College (WRHC) to provide a student profile for general information purposes, to gather data not available on the college's automated student data file, and to analyze WRHC's marketing outreach. Surveys were mailed to random samples of 500 degree credit students and 300 continuing education students, yielding response rates of 85% and 81%, respectively. Study findings included the following: (1) most of the demographic characteristics of students had remained constant over the last 5 to 10 years; (2) the average age of continuing education students was consistantly growing older; (3) fewer students were interested in bus transportation or car pooling each year; (4) when student enrollment dropped substantially in fall 1984, the decline affected equally all segments of the student population; (5) the physical presence of the campus and the influence of friends and relatives were major factors in first getting residents' attention; (6) direct mailings to residents' homes continued to be more effective in attracting continuing education students than degree credit students; and (7) students were more apt to be registered to vote and to have voted in the November 1984 presidential election than the general population. Detailed results are presented via extensive statistical tables; the student characteristics questionnaire is appended. (LAL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED263955

Volume XIV, No. 3

November 15, 1985

STUDENT CHARACTERISTICS AS COMPARED TO THE COMMUNITY PROFILE, FALL, 1984

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. A. LUCAS

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☑ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Dr. John A. Lucas

Director

OFFICE OF PLANNING AND RESEARCH

WILLIAM RAINEY HARPER COLLEGE

Algonquin and Roselle Roads

Palatine, Illinois 60067

IC 850 606

Operational Staff

Janice Cook, Secretarial

Karla Hill, Mailing, Tabulation, Typing

Linda Pones, Jean Ray, Jean Schneider - Surveying by Telephone

BEST COPY AVAILABLE

ABSTRACT

THE PURPOSE OF THIS STUDY WAS TO PROVIDE A FALL 1984 STUDENT PROFILE FOR GENERAL INFORMATION PURPOSES, AND TO PRESENT SOME DATA WHICH IS NOT AVAILABLE ON THE AUTOMATED STUDENT DATA FILE. IN ADDITION, THIS REPORT ANALYZES HARPER'S MARKET OUTREACH. RANDOM SAMPLES OF 500 DEGREE CREDIT STUDENTS (3.5% OF TOTAL STUDENT POPULATION) AND 300 CONTINUING EDUCATION STUDENTS (3.3% OF TOTAL CE POPULATION) WERE SURVEYED BY MAIL. RESPONSE RATES OF 85 PERCENT FOR DEGREE CREDIT AND 81 PERCENT FOR CONTINUING EDUCATION STUDENTS WERE OBTAINED. AUTOMATED STUDENT DATA WAS GATHERED ALONG WITH COMMUNITY DEMOGRAPHIC DATA.

AN ANALYSIS OF THIS DATA LED TO THE FOLLOWING CONCLUSIONS: MOST OF THE DEMOGRAPHIC FACTORS OF STUDENTS HAVE REMAINED FAIRLY CONSTANT THE LAST FIVE TO TEN YEARS. THE ONLY FACTOR SHOWING ANY CONSISTENT CHANGE IS THE AVERAGE AGE OF CONTINUING EDUCATION STUDENTS WHICH IS CONSTANTLY GROWING OLDER. SOME PREFERENCES ARE CHANGING AS FEWER STUDENTS ARE INTERESTED IN BUS TRANSPORTATION OR CAR POOLING EACH YEAR. WHILE STUDENT ENROLLMENTS DROPPED SUBSTANTIALLY IN THE FALL OF 1984, THE DECLINE SEEMED TO EFFECT EQUALLY ALL SEGMENTS OF THE STUDENT POPULATION.

THE PRESENCE OF THE CAMPUS AND INFLUENCE OF FRIENDS AND RELATIVES CONTINUE TO BE THE MAJOR FACTORS IN FIRST GETTING RESIDENTS' ATTENTION. THE MAJOR FACTORS WHICH ACTUALLY ATTRACT STUDENTS TO ENROLL AT HARPER CONTINUE TO BE FRIENDS AND RELATIVES, CONVENIENCE, THE AVAILABILITY OF SPECIFIC PROGRAMS AND OFFERINGS, AND LOW COST. DIRECT MAILINGS TO RESIDENTS' HOMES CONTINUE TO BE MUCH MORE IMPORTANT FOR ATTRACTING CONTINUING EDUCATION STUDENTS THAN DEGREE CREDIT STUDENTS. CONVENIENCE, WHILE STILL AN IMPORTANT FACTOR IN ATTRACTING STUDENTS, IS NO LONGER THE DOMINATING FACTOR IT ONCE WAS.

SURPRISINGLY, STUDENTS WERE MORE APT TO BE REGISTERED TO VOTE AND MORE APT TO HAVE VOTED IN THE NOVEMBER 1984 PRESIDENTIAL ELECTION THAN THE GENERAL POPULATION. THEY ALSO WERE VERY FAVORABLY DISPOSED TOWARD A TAX RATE INCREASE REFERENDUM THAT WAS TO TAKE PLACE SOON AFTER THIS SURVEY WAS CONDUCTED.

TABLE OF CONTENTS

		Page
I.	Purpose	1
II.	Population Surveyed	1
III.	Method Used	1-2
IV.	Discussion of Results	2-4
V.	Major Conclusions	4
VI.	Detailed Results	
	A. Comparison of Respondents with Sample and Population.	5
	B. Geographic Location of Students - Degree Credit	6
	C. Geographic Location of Students - Continuing Education.	7
	D. Degree to which various segments of district population enrolled at Harper in degree credit programs.	8
	E. Degree to which various segments of district population enrolled at Harper in continuing education programs	9
	F. Class Load.	10
	G. When students are enrolled.	10
	H. Where students are enrolled	10
	I. Male/Female Trends.	10
	J. Marital Status of Students.	10
	K. Age of Students	11
	L. Children of Students.	11
	M. Present Full Time Occupation.	11-12
	N. Financial Independence From Parents	12
	O. Income of students who are independent of parents	12-13
	P. Income of parents of dependent students	13
	Q. Language used most at home.	14
	R. Primary Ethnic Background	14
	S. Length of time planned to stay at Harper as a student	14
	T. Plans for a major field	15
	U. Highest degree planned.	15
	V. Highest educational level attained prior to attending Harper.	15
	W. How student first heard about Harper.	16
	X. What or who most convinced student to attend Harper	17
	Y. Sources from which greatest help was received in obtaining needed information at Harper.	18
	Z. What students plan to do when they leave Harper	18

TABLE OF CONTENTS (cont'd)

		Page
AA.	Principle purpose in enrolling at Harper	19
BB.	Means of transportation to Harper	19
CC.	Preference for public transportation or car pool	19
DD.	Registered voter trends	20
EE.	Among register voters	20
FF.	Among mail respondants only considering upcoming February 1985 Harper referendum	20
GG.	District wide actual February 1985 referendum results	20

VII. APPENDIX -- Cover Letter with Student Characteristic Questionnaire

Purpose

The purpose of this study was to provide a fall 1984 student profile for general information purposes. This profile contains some data which is not available on the automated student data file. In additon, this study compares student data with community demographic data including actual 1980 census data and allows an analysis of the percentage of various subgroups of the community reached by Harper. This study is part of the institution's outreach efforts to study Harper students and the community and to use the data to help the institution better serve the needs of these groups.

Population Surveyed

Among the degree credit students, a random sample of 500 students was chosen representing 3.5 percent of the total of 14,134 degree credit students enrolled in the fall of 1984. Similarly, a random sample of 300 continuing education students was selected which represents 3.3 percent of this C.E. population of 8,991 students. Responses were received from 426 of the 500 degree credit students for a return rate of 85 percent. Likewise, 242 of the 300 continuing education students answered the survey for an 81 percent response rate.

	Degree Credit Students		Continuing Education Students	
	Number	Response Percent	Number	Response Percent
Mail Responses	234	46.8	134	44.7
Telephone Responses	192	38.4	108	36.0
Total Responses	426	85.2	242	80.7
Refused to Answer	25	5.0	19	6.3
Non-forwardable	9	1.8	14	4.7
Could not reach by phone	40	8.0	25	8.3
Total Non-Responses	74	14.8	58	19.3
Total Sample	500	100.0	300	100.0

In looking at data from respondents, non-respondents and the whole Harper population, it appears that the male respondents are under-represented in both samples and minorities are under-represented in the continuing education sample.

Method Used

The instrument shown in the appendix is somewhat similar to the one developed for the 1974 survey and used in the subsequent surveys. This survey was mailed to the previously described sample with a pre-addressed, stamped, return envelope. After three weeks, those who did not respond were sent a second letter. After another three weeks, some of the information was gathered over the telephone from those who still had not responded. Some information was gathered from

Harper's student data system and still other data was obtained from the actual 1980 census data for the Harper District.

Discussion of Results

In examining the demographic patterns among students, it appears that in the fall of 1984 the proportion of males has remained fairly constant below the 50 percent mark. Among degree credit students, 45 percent are male which is the same as it has been since 1975. Prior to 1975 males exceeded females. Among continuing education students, about 36 percent are males. Considering educational backgrounds students bring to Harper, over 38 percent of the degree credit students have had some college and 11 percent already have a bachelor's degree. Among continuing education students, 67 percent have had some college while 33 percent have a bachelor's degree. Interestingly, this is higher than the general population of the district where 26 percent have a bachelor's degree.

Of keen interest to those involved with outreach efforts of Harper College is the distribution of student residences. Overall, 2.8 percent of the district population was enrolled in degree credit programs at Harper during the fall of 1984. This percentage had been increasing each year until it leveled off in 1983 and declined in 1984. Elk Grove, Schaumburg, and Palatine Townships had the highest enrollment rates with 3 percent enrolled. Wheeling Township and the Barrington area had only 2.4 percent of their populations enrolled.

In regard to continuing education offerings, Harper enrolled about 1.75 percent of the district population. The Barrington High School district provided the highest percentage of its population attending Harper at about 2.2 percent. Palatine Township had about 2.1 percent attending while the other three townships had only about 1.65 percent of their population attending continuing education programs at Harper.

Looking at ethnic backgrounds of Harper degree credit students, about 5 percent are from minority backgrounds. The 1980 census revealed that about 6.3 percent of Harper District's population is non-white or Hispanic.

When asked about their employment status some 59 percent of the degree credit students indicated they were employed full time while 12½ percent said they were homemakers. This latter statistic is at the highest level since 1977 and may reflect the increase in births during the last nine years. Responses to the question also showed 21½ percent were employed full time on semi-professional jobs, and 12½ percent on semi-skilled jobs. Only 3.3 percent among the 1984 students were employed full time in executive management positions and this has been steadily declining since 8 percent of the degree credit students were employed in those positions during the 1977-1978 years. Among continuing education students 78 percent were employed full time with 30 percent in semi-professional jobs, 18 percent in professional jobs and 11 percent in executive managerial positions. The average income of degree credit students employed full time was $26,400 up 4.3 percent from the previous year while continuing education students employed full time earned an average salary of $38,500 up close to 16 percent over the previous year. These average salaries compared to $21,500 as the average annual wage earned by workers in manufacturing in the Chicago metropolitan area.

In discussing their plans for the future when they left Harper, about one-third of the degree credit students plan to transfer while 18 percent plan to get a better job or a promotion, 16 percent will continue on their same job and 13½ percent not currently employed full time will obtain a full time job. Among continuing education students, 42½ percent plan to continue in the same job while just under 21 percent will continue to use Harper for personal development and 10½ percent will continue as homemakers. Interestingly, 21 percent of the continuing education students plan to change their lives by getting either a better job or a promotion, by transferring to another college, by becoming employed full time when they are not so employed, or by becoming self-employed.

The primary means by which degree credit students first hear about Harper continues to be the physical presence of the campus (34%) and friends and relatives (29%). The percentage hearing about Harper for the first time through the semester schedule received in the mail is down now to only 6 percent. This is probably good in that prospective students have already heard about Harper when they receive the schedule. Among continuing education students, the primary means by which they first learn of Harper continues to be the physical presence of the campus (40%), friends and relatives (16%) and the semester schedule received in the mail (13%).

When asked what most convinced them to attend Harper, degree credit students gave as the principal factors, friends and relatives (21%), convenience (21%), could enroll in specific program (19%) and low cost (9%). There is one trend emerging over the years as convenience is no longer the dominating factor it once was, although it is still a major factor. Up until 1981, convenience was the number one reason (cited by 35-33% of the degree credit students) for attending Harper. Among continuing education students, the major reasons which convinced them to attend Harper were availability of specific programs (26%), semester schedule received in mail (13½%), convenience (18%), and friends and relatives (12%). Low cost is not a major factor with continuing education students and was cited by only 4 percent. As was the case among degree credit students, convenience is no longer the dominating factor it once was in convincing continuing education students to attend Harper. It is not clear why the importance of convenience has diminished. It may be that people in the suburbs are becoming more accustomed to traveling further for services.

The greatest sources of information about Harper for degree credit students are first, the College catalog (47%), second, the College semester schedule (30½%), third, other students (19%), and fourth, College counselors (17%). The first item was an all-time high indicating bulletins are being used more widely each year by students. Among continuing education students the three greatest sources of information about Harper were the College semester schedule received in the mail (41%), letters and brochures received in the mail (25½%) and the College catalog (23½%). The percents using the semester schedule the last two years has been an all-time high. Less than 2 percent among both student groups said they did not receive enough information.

Less than 3 percent of the degree credit students and only 4 percent of the continuing education students do not drive themselves to the campus. Among degree credit students, 1½ percent carpool, ½ percent ride with someone else and less than a half percent take the bus. About 4 percent of the continuing education students ride with someone else or carpool. Interest in bus service seems to be waning each year as it seems more improbable that bus service will

BEST COPY AVAILABLE

meet the needs of the students. Only 8 percent of the degree credit students indicated an interest in bus service as contrasted to 25 percent in 1980. Likewise, only 7 percent of this year's continuing education students were interested in bus transportation as compared to 19 percent in 1979. Interest in carpooling is also low as only 6 percent of the degree credit students and 2½ percent of the continuing education students are interested.

This year students were asked about their voting patterns. Sometime in December or January of 1984-1985, 70 percent of the degree credit students and 86 percent of the continuing education students reported they were registered to vote. At the time of the referendum in February of 1985 about 72 percent of the population in the Harper District 18 and older were registered to vote. Moreover, almost 89 percent of the degree credit students registered to vote reported they cast their ballot in the November presidential election. District-wide, less than 80 percent of the registered voters went to the polls for the presidential election. Thus the perception that college students participate to a lesser degree in elections than the general population does not seem to hold, at least for the Harper district this particular year. Students were also asked to indicate how they stood on the upcoming referendum Harper was about to hold. Some 44 percent of the degree credit students said they would support the tax increase while another 44 percent said they would carefully consider the merits of the case. The preferences of the continuing education students were very similar. If half of those students who said they would very carefully consider the merits of the case did eventually support the referendum, this would mean that 66 percent of the students would have voted yes as compared to 58 percent of the general population voting yes.

Major Conclusions

Most of the demographic factors of students have remained fairly constant the last five to ten years. The only factor showing any consistent change is the average age of continuing education students which is constantly growing older. Some preferences are changing as fewer students are interested in bus transportation or car pooling each year. While student enrollments dropped substantially in the fall of 1984, the decline seemed to effect equally all segments of the student population.

The presence of the campus and influence of friends and relatives continue to be the major factors in first getting residents' attention. The major factors which actually attract students to enroll at Harper continue to be friends and relatives, convenience, the availability of specific programs and offerings, and low cost. Direct mailings to residents' homes continue to be much more important for attracting continuing education students than degree credit students. Convenience, while still an important factor in attracting students, is no longer the dominating factor it once was.

Surprisingly, students were more apt to be registered to vote and more apt to have voted in the November 1984 presidential election than the general population. They also were very favorably disposed toward a tax rate increase referendum that was to take place soon after this survey was conducted.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

COMPARISON OF RESPONDENTS WITH SAMPLE AND POPULATION

	Degree Credit								Continuing Education							
	Total Sample				Total Student Population				Total Sample				Total Student Population			
	1981	1982	1983	1984	1981	1982	1983	1984	1981	1982	1983	1984	1981	1982	1983	1984
Male	48.0	44.2	42.4	36.6	47.6	47.1	44.9	44.3	28.7	33.8	34.9	19.1	42.7	40.5	36.0	33.1
Female	52.0	55.8	57.6	63.4	52.4	52.9	55.1	55.7	71.3	66.2	65.1	80.9	57.3	59.5	64.0	66.9
Under 21	42.7	42.0	37.2	36.1	38.9	38.4	35.0	38.6	6.9	7.0	6.5	3.8				
21 and Over	57.3	58.0	62.8	63.9	61.1	61.6	65.0	61.4	93.1	93.0	93.5	96.2				
Full Time	38.8	38.9	30.8	28.0	31.2	32.1	31.7	30.6	4.0	2.4	2.3	0				
Part Time	61.2	61.1	69.2	72.0	68.8	67.9	68.3	69.4	96.0	97.6	97.7	100				
Day	48.2	42.4	39.4	39.2	65.7*	65.6*	64.9*	65.6*	22.0	17.1	25.8	25.3	39.5*	39.0*	37.7*	38.8*
Evening	39.4	40.2	43.7	42.8	34.3*	34.4*	35.1*	34.4*	66.3	72.6	67.3	62.0	60.5*	61.0*	62.3*	61.2*
Combined	10.4	16.6	15.4	17.6					7.7	5.8	2.2	6.4				
Weekend	2.0	.8	1.5	.4					4.0	4.5	4.7	6.3				

*Percent of Student Credit Hours

GEOGRAPHIC LOCATION OF STUDENTS

Location	Degree Credit Students 1981 Percent of Population Enrolled at Harper	1982 Percent of Population Enrolled at Harper	1983 Percent of Population Enrolled at Harper	1984 Harper Students	1984 Population	1984 Percent of Population Enrolled at Harper
Elk Grove Village Township	3.03	2.85	3.42	2,779	89,458	3.11
Schaumburg	3.64	3.70	3.27	3,267	107,692	3.03
Palatine Township	2.89	3.58	3.39	2,552	85,788	2.98
Wheeling Township	2.90	2.88	2.78	3,327	134,077	2.48
Barrington Unit School District	2.87	2.63	3.23	775	33,632	2.30
Total District	3.10	3.19	3.17	12,700	450,647	2.82
Number Out-of-District	1,303	1,420	1,305	1,434		
Percent Out-of-District	8.7	9.2	8.4	10.1		
Villages						
Palatine	6.34	6.64	5.96	1,908	33,772	5.65
Hanover Park*	3.35	3.34	4.10	361	10,279	3.51
Rolling Meadows	3.23	3.47	3.33	711	20,326	3.50
Des Plaines*	3.65	3.57	3.92	401	12,046	3.33
Elk Grove Village	3.06	3.28	3.28	955	30,718	3.11
Hoffman Estates	3.45	3.63	3.72	1,260	40,912	3.08
Schaumburg	3.47	3.47	3.27	1,760	58,396	3.01
Arlington Heights	3.13	3.19	3.20	1,890	68,584	2.76
Buffalo Grove*	2.92	3.14	3.01	368	13,503	2.73
Mount Prospect	2.96	3.05	2.88	1,349	54,158	2.49
Prospect Heights	2.78	2.69	2.90	269	12,100	2.22
Wheeling	2.78	2.81	2.75	546	25,399	2.15

*Only portion which is in-district

GEOGRAPHIC LOCATION OF STUDENTS

Continuing Education

Location	1981 Percent of Population Enrolled at Harper	1982 Percent of Population Enrolled at Harper	1983 Percent of Population Enrolled at Harper	1984 Harper Students	1984 Population	1984 Percent of Population Enrolled at Harper
Barrington Unit School District	2.19	2.55	2.29	749	33,632	2.23
Palatine Township	2.22	2.19	2.16	1,804	85,788	2.10
Schaumburg Township	2.02	2.03	2.12	1,925	107,692	1.79
Elk Grove Village Township	1.77	1.66	2.02	1,455	89,458	1.63
Wheeling Township	1.69	1.76	1.79	1,925	134,077	1.44
Total District	1.92	1.95	2.02	7,880	450,647	1.75
Number out-of-district	1,227	1,388	1,603	1,266		
Percent out-of-district	12.7	13.9	13.8	13.8		
Villages						
Palatine	4.31	4.51	4.02	1,283	33,772	3.80
Rolling Meadows	2.68	1.97	2.44	455	20,326	2.24
Prospect Heights	1.30	3.40	3.44	265	12,100	2.19
Schaumburg	2.19	2.15	2.12	1,079	58,396	1.85
Hoffman Estates	2.33	2.08	2.13	734	40,912	1.79
Arlington Heights	1.79	1.52	1.83	1,108	68,584	1.62
Wheeling	1.69	1.65	2.24	405	25,399	1.59
Mount Prospect	1.83	1.73	1.92	832	54,158	1.54
Elk Grove Village	1.81	2.01	1.69	465	30,718	1.51
Buffalo Grove*	1.60	1.62	1.96	153	13,503	1.13
Des Plaines*	1.01	.65	1.71	133	12,046	1.10
Hanover Park*	.98	1.28	1.06	100	10,279	.97

*Only portion which is in-district

DEGREE TO WHICH VARIOUS SEGMENTS OF DISTRICT POPULATION ENROLLED AT HARPER

Degree Credit Enrollment - Males

Age	Fall Enrollment			Population*			Percent Enrolled		
	1982	1983	1984	1982	1983	1984	1982	1983	1984
17 or Below	33	37	35	4,538	4,447	4,234	.73	.83	.83
18	929	1,012	869	3,469	3,441	3,296	26.78	29.41	26.37
19	1,361	1,012	1,112	3,274	3,179	3,083	41.57	31.83	36.07
20-21	1,427	1,462	591	6,934	7,009	6,863	20.58	20.86	8.61
22-25	1,560	1,349	1,495	15,826	15,787	15,985	9.86	8.55	9.35
26-35	1,427	1,461	1,390	40,112	40,539	41,572	3.56	3.60	3.34
36-45	265	449	487	31,240	31,573	32,734	.85	1.42	1.49
46 and Over	299	150	278	49,337	49,863	50,194	.61	.30	.55
	7,301	6,932	6,257						
Average Age	24.4	24.4	26.0	154,730	155,838	157,961	4.72	4.45	3.96

Degree Credit Enrollment - Females

17 or Below	59	34	100	4,613	4,050	3,856	1.28	.84	2.59
18	1,026	738	1,047	3,158	3,497	3,350	32.49	21.10	31.25
19	1,437	1,242	1,022	3,069	2,894	2,806	46.82	42.92	36.42
20-21	1,290	1,275	1,097	6,961	6,803	6,662	18.53	18.74	16.47
22-25	1,114	1,175	1,396	16,399	16,236	16,440	6.79	7.24	8.49
26-35	1,964	2,182	1,720	41,596	42,038	43,110	4.72	5.19	3.99
36-45	909	1,376	1,047	31,787	32,125	33,307	2.86	4.28	3.14
46 and Over	410	503	448	54,080	54,656	55,018	.73	.92	.81
	8,209	8,525	7,877						
Average Age	26.4	27.9	27.3	161,663	162,299	164,549	5.08	5.25	4.79

*Population by age is taken from 1980 census and later years are by NIPC projections.

DEGREE TO WHICH VARIOUS SEGMENTS OF DISTRICT POPULATION ENROLLED AT HARPER

Continuing Education Enrollment - Male

	Fall Enrollment			Population*			Percent Enrolled		
	1982	1983	1984	1982	1983	1984	1982	1983	1984
19 and Below	171	53	175	11,281	11,067	10,613	1.52	.48	1.65
20-21	43	52	58	6,934	7,009	6,863	.62	.74	.85
22-25	597	368	407	15,826	15,787	15,985	3.77	2.33	2.55
26-35	1,793	1,367	699	40,112	40,539	41,572	4.47	3.37	1.68
36-45	725	946	640	31,240	31,573	32,734	2.32	3.00	1.96
46 and Over	726	1,052	1,048	49,337	49,863	50,194	1.47	2.11	2.09
	4,055	3,838	3,027	154,730	155,838	157,961	2.62	2.46	1.92
Average Age	34.7	39.0	40.4						

Continuing Education Enrollment - Female

	1982	1983	1984	1982	1983	1984	1982	1983	1984
19 and Below	344	476	251	10,840	10,441	10,012	3.17	4.56	2.51
20-21	138	346	112	6,961	6,803	6,662	1.98	5.09	1.68
22-25	827	1,083	643	16,399	16,236	16,440	5.04	6.67	3.91
26-35	2,101	1,776	1,928	41,596	42,038	43,110	5.05	4.23	4.47
36-45	1,515	1,516	1,453	31,787	32,125	33,307	4.77	4.72	4.36
46 and Over	1,033	1,646	1,732	54,080	54,656	55,018	1.91	3.01	3.15
	5,958	6,843	6,119	161,663	162,299	164,549	3.69	4.22	3.72
Average Age	35.4	36.2	38.1						

*Population by age is taken from 1980 census and later years are from NIPC projections.

Class Load	Degree Credit 1982 %	Degree Credit 1983 %	Degree Credit 1984 %	Continuing Education 1982 %	Continuing Education 1983 %	Continuing Education 1984 %
Full Time	38.9	30.8	28.0	3.0	2.3	0
Part Time	61.1	69.2	72.0	97.0	97.7	100.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number Responding	496	478	500	203	207	300
When Students Are Enrolled						
Day Only	42.4	39.4	39.2	13.6	25.8	25.3
Evening Only	40.2	43.7	42.8	75.9	67.3	62.0
Weekends Only	.8	1.5	.4	5.9	4.7	6.3
Mixture of Times	16.6	15.4	17.6	4.6	2.2	6.4
Portion of Class Hours in Day	53.1	55.5	50.8	14.5	26.2	26.5
Portion of Class Hours in Evening	45.7	37.6	48.2	78.0	68.3	64.9
Portion of Class Hours on Weekend	1.2	6.9	1.0	7.5	5.5	8.6
Number Responding	493	480	500	220	275	300
Where Students Are Enrolled						
Main Campus	93.2	92.7	90.2	79.2	77.0	73.4
Barrington High School	.2	0	.2	8.1	3.2	6.8
Schaumburg High School	2.2	2.3	2.7	0	.5	.3
Hawthorne	0	0	0	0	0	0
Northeast Center	3.6	4.1	4.9	7.7	13.9	15.0
Other Locations	.8	.9	2.0	5.0	5.4	4.5
Enrolled at Main Campus Only	90.1	88.1	86.4	78.2	75.1	71.4
Enrolled at One Location Only - Other than Main Campus	5.3	4.8	7.6	20.0	21.7	24.3
Enrolled at More than One Location	4.6	7.1	6.0	1.8	3.2	4.3
Number Responding	436	438	500	220	221	300
DEMOGRAPHIC FACTORS OF STUDENTS						
Sex						
Male	42.5	42.4	36.6	36.4	34.9	19.1
Female	57.5	57.6	63.4	63.6	65.1	80.9
Number Responding	447	500	500	242	298	298
Marital Status						
Single	66.6	61.0		28.6	27.4	
Married	26.4	31.2		60.2	61.1	
Divorced or Separated	6.3	6.4		9.1	9.3	
Widow or Widower	.7	1.4		2.1	2.2	
Number Responding	444	436		241	226	

	Degree Credit				Continuing Education			
Age	1981	1982	1983	1984	1981	1982	1983	1984
Below 16	0	0	0	0	0	1.2	1.3	1.1
16	.2	0	0	0	0	.4	.4	.4
17	1.9	.8	.4	1.0	.4	.4	0	0
18	14.9	12.6	11.2	13.5	1.6	.8	1.7	1.1
19	15.1	17.6	14.6	14.7	2.5	2.5	1.7	.8
20	11.9	11.0	10.9	6.9	2.9	1.2	1.7	.4
21	6.5	6.4	6.6	5.4	2.0	.8	2.2	1.5
22-25	14.3	17.2	16.2	20.0	10.7	13.1	13.9	11.3
26-30	10.6	12.0	12.8	13.9	13.1	18.9	16.0	17.7
31-35	8.0	10.0	10.9	8.1	20.5	19.7	13.0	12.0
36-45	12.5	8.0	12.1	11.3	21.3	23.0	22.9	23.7
46-55	3.7	3.0	3.9	4.2	12.3	12.7	12.6	15.8
56-65	.2	1.2	.4	1.0	8.2	2.9	9.1	10.1
Over 65	.2	.2	0	0	4.5	2.4	3.5	4.1
Number Responding	463	500	439	496	244	244	231	266
Average Age	25.7	24.7	26.9	26.8	37.7	35.3	37.1	39.0
Percent Under 21 Years of Age	44.0	42.0	37.1	36.1	7.4	6.6	6.9	3.8
Children of Students								
Have no Children	69.7	78.0	73.6	73.7	41.2	45.8	43.9	42.6
Have Preschoolers At Home	8.2	8.3	6.8	8.2	10.9	12.1	11.3	9.1
Have School Age Children At Home	16.6	13.5	16.1	16.7	29.8	29.6	27.4	26.0
Have Post High School Youth At Home	4.6	4.3	4.8	4.2	13.0	12.9	13.0	18.2
Have Children Who Have Left Home	4.0	4.5	4.8	6.3	22.7	17.5	18.7	27.7
Number Responding	475	445	440	426	238	240	230	242
Present Full Time Occupation								
Students Not Employed Full Time	36.2	33.9	32.1	28.9	4.9	3.3	4.3	4.1
Semi-Professional, Technical	22.6	22.0	26.2	21.5	17.6	29.9	23.0	30.3
Semi-Skilled	8.1	10.1	12.8	12.5	13.5	5.8	10.8	5.0
Homemaker and Student	8.0	8.6	5.7	12.2	21.7	13.7	16.0	17.4
Skilled Trade	2.9	4.8	2.3	5.0	2.9	4.5	3.0	1.2
Sales Professional	4.1	2.1	1.1	5.0	8.6	7.5	7.4	7.1
Professional	3.7	3.8	5.2	4.7	14.0	14.1	15.6	18.3
Supervisor or Public Official	3.1	3.4	6.4	4.0	3.3	5.4	5.6	2.9

Present Full Time Occupation (Cont)	Degree Credit				Continuing Education			
	1981	1982	1983	1984	1981	1982	1983	1984
Managerial or Executive	5.5	5.2	3.7	3.3	9.0	10.8	11.3	10.8
Unskilled	5.2	5.0	2.7	2.1	1.6	1.7	1.7	.4
Small Business Owner	.6	1.1	1.8	.8	2.9	3.3	1.3	2.5
Number Responding	459	442	439	423	244	241	231	241

Financial Independence From Parents	Degree Credit			Continuing Education		
	1982	1983	1984	1982	1983	1984
Not Independent - Live with Parents	38.1	31.2	33.8	7.1	5.3	5.0
Independent - But live with Parents	19.3	17.5	18.3	6.2	5.8	5.8
Independent - Live away from Parents	42.6	51.3	47.9	86.7	88.9	89.2
Number Responding	436	433	426	225	225	242

Income of Students who are Independent of Parents	Pct.	Pct.	Pct.	Pct.	Pct.	Pct.
Less than $5,000	9.7	8.5	6.0	2.7	4.1	0
$ 5,000 to $ 6,999	4.7	--	--	.6	--	--
$ 7,000 to $ 7,499	--	5.5	4.7	--	--	3.5
$ 7,500 to $ 8,499	1.9	--	--	0	--	--
$ 8,500 to $ 8,999	--	4.8	6.0	--	1.2	.7
$ 9,000 to $ 9,999	1.9	--	--	.6	--	--
$10,000 to $11,999	10.5	5.6	7.0	2.2	5.8	4.2
$12,000 to $14,999	10.1	8.5	7.9	8.3	5.8	3.5
$15,000 to $19,999	14.3	18.1	16.3	20.4	10.5	10.4
$20,000 to $24,999	10.1	11.5	12.1	14.4	14.0	14.6
$25,000 to $29,999	9.3	7.8	10.2	12.1	8.8	11.1
$30,000 to $34,999	8.5	4.1	4.6	6.6	12.9	10.4
$35,000 to $39,999	7.4	8.1	5.6	10.5	10.5	8.3
$40,000 to $49,999	6.2	9.3	9.8	10.5	8.8	9.0
$50,000 to $59,999	3.1	2.6	5.1	5.0	8.8	10.4
$60,000 to $69,999	.4	3.0	1.9	1.7	3.5	2.1
$70,000 to $79,999	1.9	.4	.5	4.4	.6	2.8
$80,000 to $100,000	--	.7	0	--	3.5	4.8
Over $100,000	--	1.5	2.3	--	1.2	4.2
	100.0	100.0	100.0	100.0	100.0	100.0
Number Responding	258	270	215	181	171	144

Income (cont'd)

	Degree Credit			Continuing Education		
	1982	1983	1984	1982	1983	1984
Median Income	$18,987	$19,694	$20,865	$25,455	$29,251	$31,000
Mean Income	$22,490	$25,304	$26,383	$29,624	$33,251	$38,479
Percent Over $25,000	36.8%	37.4%	40.0%	50.8%	58.5%	36.8%

Income of Parents of Dependent Students	1982	1983	1984
Less than $5,000	0	0	1.8
$ 5,000 to $ 8,999	1.3	2.2	0
$ 9,000 to $ 12,999	1.3	0	0
$13,000 to $ 16,999	1.3	4.4	3.6
$17,000 to $ 20,999	5.1	4.5	3.6
$21,000 to $ 24,999	11.5	11.1	9.1
$25,000 to $ 29,999	21.8	4.5	16.4
$30,000 to $ 34,999	19.2	13.3	12.7
$35,000 to $ 39,999	14.1	15.6	10.9
$40,000 to $ 49,999	6.4	13.3	16.4
$50,000 to $ 59,999	9.0	13.3	7.3
$60,000 to $ 69,999	3.9	6.7	7.3
$70,000 to $ 79,999	5.1	2.2	7.3
$80,000 to $100,000	--	4.5	3.6
Over $100,000	--	4.4	0
	100.0	100.0	100.0
Number Responding	78	45	55
Median Income	$32,200	$38,214	$36,250
Mean Income	$33,750	$44,278	$40,927
Percent over $25,000	79.5%	77.8%	81.8%

Community Data 1979 ----- Median Family Income ----- $30,900

Percent of families over $25,000 ----- 67.5%

Average annual earnings rate - all manufacturing Chicago area, December 1984 $21,528

Language used most at home	Degree Credit 1982	1983	1984	Continuing Education 1982	1983	1984
English	98.2	96.4	97.5	91.7	86.2	99.6
Spanish	0	.2	.6	1.7	1.7	0
Polish	.7	0	.5	.8	1.3	0
German	.5	.2	.5	.2	.9	.4
Italian	.2	.5	.3	0	.4	0
Hindu or Urdu	.2	.5	.2	.4	3.0	0
Arabic	0	0	.2	0	0	0
Latvian	0	0	.2	0	0	0
Greek	0	.2	0	.4	0	0
Korean	0	.2	0	.6	.4	0
Vietnamese, Cambodian, Thai, Laotian	0	0	0	.4	.4	0
Filipino	0	.2	0	0	0	0
Turkish	0	.2	0	0	0	0
French	0	.7	0	0	0	0
Japanese	0	0	0	3.0	3.5	0
Chinese	.2	.5	0	.8	.9	0
Portugese	0	.2	0	0	.4	0
Pakistani	0	0	0	0	.9	0

Primary Ethnic Background	Degree Credit 1982	1983	1984	Continuing Education 1982	1983	1984
White Caucasian	92.6	91.7	96.1	88.9	81.2	98.7
Latino, Mexican American	1.6	.9	1.7	2.6	3.5	0
Asian American	1.2	1.6	.5	6.0	9.2	.4
Black American	.2	1.4	.3	0	0	0
Native American	4.2	4.2	0	2.5	5.2	.4
Foreign Students "F"/"J" Visa	0	0	.2	0	.9	.5
Arab, Middle East	.2	.2	1.2	0	0	0
Number Responding	433	431	412	235	229	238
Length of Time Planned to Stay at Harper as Student						
More than three years	13.5	15.5	19.0	14.2	23.2	20.3
Three years	12.3	8.6	10.1	6.7	3.9	.9
Two years	36.3	36.0	31.4	16.1	10.1	8.0
One year	18.7	20.9	19.9	10.4	18.4	9.9
Just this semester	19.2	19.0	19.6	52.6	44.4	59.5
Occasionally	0	0	0	0	0	1.4
Average Number Semesters	3.8	3.8	4.0	2.9	3.3	2.8
Number Responding	422	431	405	211	207	212

Plans for a Major Field	Degree Credit 1982	1983	1984	Continuing Education 1982	1983	1984
Have had no major field change since attending Harper	55.6	58.2	49.9	20.0	18.1	17.9
Have changed major field or plan to change major field	16.8	14.0	16.5	6.5	6.6	3.5
Do not need major field of study	12.0	13.5	14.4	57.7	63.2	62.8
Searching for a field	12.9	13.5	12.2	7.9	4.2	9.2
Bachelor's degree student entering a new field	2.7	3.4	5.3	7.9	7.9	5.7
Transfer students entering a new field	0	1.4	1.7	0	0	.9
Number Responding	435	433	417	215	215	229
Highest Degree Planned						
Certificate	--	--	6.5	--	--	6.1
No degree or certificate	18.4	18.6	12.8	64.0	60.8	61.3
Associate degree	36.6	31.5	33.7	13.3	14.0	5.2
Bachelor's degree	32.0	34.3	33.4	12.9	13.1	16.1
Master's degree	10.0	13.5	11.9	7.6	10.8	8.3
Ph.D, Ed.D, L.L.D., M.D.	3.0	2.1	1.7	2.2	1.3	3.0
Number Responding	429	431	413	275	222	230
Highest Educational Level Attained Prior to Attending Harper						
Not a high school graduate	.7	.5	.7	5.1	5.7	3.7
High School Graduate	62.4	58.4	59.0	28.4	25.6	28.3
GED equivalency diploma	2.0	2.5	2.1	1.3	1.7	1.7
Technical or Business School graduate	2.9	1.8	2.4	4.7	2.6	1.7
Some college	19.6	12.6	21.0	23.3	21.3	23.8
Associate degree	2.0	3.6	2.1	3.4	4.3	3.7
Some hours beyond Associate degree	2.1	1.8	.7	.8	.9	1.7
Three years Nursing degree	0	.7	.5	1.7	2.2	2.1
Bachelor's degree	6.5	6.6	11.3	24.1	25.7	25.0
Master's degree or higher	1.8	2.5	.2	7.2	10.0	8.3
Number Responding	444	440	424	236	230	240
Percentage baccalaureate degree or higher	8.3	9.1	11.5	31.3	35.7	33.3
Percentage baccalaureate degree or higher among only those 21 or older	14.4	14.4	17.9	32.4	38.3	34.5

ESTABLISHING A RELATIONSHIP WITH HARPER

How Student First Heard About Harper	Degree Credit			Continuing Education		
	1982	1983	1984	1982	1983	1984
Saw the campus or live close to campus	24.2	33.3	33.9	23.1	27.5	39.5
Parents, friends or relatives	28.1	29.2	29.0	21.6	23.0	15.6
High school counselor/teacher	10.6	5.2	6.7	2.6	.8	1.6
Semester schedule received in mail	5.8	6.3	5.9	21.3	15.4	12.9
Literature at high school	6.8	4.7	5.8	2.1	2.1	1.1
Cannot remember when first heard about Harper	7.2	7.5	5.2	10.1	3.5	5.0
Inquiries for special program	2.9	2.7	3.7	1.7	3.3	2.5
Materials received from Harper in the mail	3.3	1.7	3.2	7.3	6.3	9.5
Heard about it through work	4.2	4.5	2.9	3.7	5.4	4.2
Newspaper articles or advertising	2.5	1.5	2.3	2.9	7.9	5.6
From other colleges	.4	.5	.7	.4	0	0
Employment near/at Harper	1.0	.5	.2	.4	1.7	.4
Scholarship opportunity	--	--	.2	--	--	0
High school competition at Harper	--	--	.2	--	--	0
Visit by Harper representative to high school	.4	.5	.1	.4	0	0
Public Library	0	.5	0	0	.4	0
Harper area cooperative program	1.2	.4	0	0	0	0
Real estate agent, mover or Welcome Wagon	.5	.4	0	.6	1.3	1.1
Talked to Harper counselor or faculty member	.7	.4	0	.4	.4	0
Referendum or tax bill	.2	.2	0	.8	0	.8
Harper Open House	0	0	0	.4	.1	0
Senior Citizens Center	0	0	0	.1	.9	.2
Van or shopping center display	0	0	0	.1	0	0

What or who most convinced Student to attend Harper	Degree Credit			Continuing Education		
	1982	1983	1984	1982	1983	1984
Parents, Friends or relatives	18.1	20.7	21.1	10.1	13.7	11.8
It is convenient to get to	17.8	19.6	20.8	12.6	14.4	17.8
I could get specific program or course	18.7	15.5	18.7	31.7	28.2	26.0
It is so inexpensive	15.4	13.8	8.8	5.0	4.0	4.5
No particular reason or my own personal motivation	6.1	4.5	5.9	11.7	5.6	5.0
Semester schedule received in the mail	2.6	5.3	4.0	18.6	16.7	13.5
It is a good place to find direction in your life	3.9	4.6	3.7	1.2	.1	1.6
Literature at work, employer, fellow employees, or professional association	2.2	3.0	3.0	2.2	4.4	4.1
Harper's reputation for excellence	0	1.7	2.6	0	2.3	.8
It is easy to transfer courses to a four-year college	2.4	1.8	2.1	.4	.4	.4
High school counselor	2.2	1.2	2.0	.4	0	.1
Could not get accepted at any other college or was dropped by four-year college	.8	1.2	1.2	0	0	0
Harper is better than closest community college	1.3	2.2	1.1	0	.4	0
Material received from Harper in the mail	1.4	1.1	.8	2.5	5.1	10.8
Faculty or staff at another college	.5	.3	.7	.4	0	0
Broaden knowledge base	--	--	.6	--	--	0
Economic environment	1.7	.5	.6	.2	.1	.4
A visit to Harper's campus talking to faculty or counselors	1.2	.8	.5	.9	1.0	1.3
Facilities on the campus were impressive	.4	.6	.5	.6	1.9	.6
Literature in the high school	0	.3	.5	.4	0	.1
Newspaper articles or advertisements	.1	.1	.3	1.1	1.3	1.2
Wanted to use VA benefit	.8	.2	.2	0	0	0
Athletic program	0	.2	.2	0	0	0
Worked at Harper	0	.3	.1	0	.4	0
Harper area cooperative program	.2	.5	0	0	0	0
Scholarships available	.2	0	0	0	0	0
Insurance reasons	0	0	0	0	0	0

Sources from which greatest help was received in obtaining needed information at Harper	Degree Credit Percent			Continuing Education Percent		
	1982	1983	1984	1982	1983	1984
College catalog or handbook	38.1	42.7	47.3	20.3	18.1	23.5
College semester schedule	32.0	29.5	30.5	7.8	52.4	40.6
Other students	21.8	16.2	19.1	7.8	5.3	6.0
Counselors at Harper	25.6	21.5	16.8	6.5	4.8	5.6
Brochures or letters received in the mail	24.0	20.1	16.1	25.4	25.6	25.6
Found information I needed on my own	19.3	21.5	15.6	12.9	11.0	20.5
Faculty	18.8	22.8	13.9	6.9	11.0	6.8
Newspaper releases	8.4	7.8	5.7	9.9	10.6	8.5
Admissions office	8.8	4.8	5.2	2.6	5.3	7.3
Relatives or friends	5.7	4.3	4.0	5.6	7.5	4.3
Posters or bulletin board	7.3	4.6	3.8	.9	2.2	.9
Student Newspaper (Harbinger)	.5	5.0	3.5	0	.9	.9
Employer or fellow workers	2.9	3.2	2.8	2.2	4.4	3.8
High school counselor	1.4	1.1	2.6	0	.4	0
Did not receive enough information	2.5	2.7	1.9	2.6	.9	.9
Information booth	0	2.3	1.4	0	0	.9
Business Office	2.5	.5	1.4	.9	1.3	.4
Orientation Program or Open House	0	.2	1.4	0	.4	0
Other Harper staff	3.9	4.8	1.2	1.7	3.1	0
Financial Aid and Veterans Office	1.4	.9	1.2	.4	0	.4
Career Development course or College Survival class	.9	.9	1.2	1.3	2.2	.4
Library	3.2	.7	.7	.4	2.2	.4
Employment at Harper	.2	.2	.5	0	0	.4
Displays in community	0	.9	.2	0	1.8	.4
Participation in student activities	.2	.5	.2	0	0	0
Computer terminal	1.4	.2	0	0	0	0
Counselors at college to which transferred	.5	0	0	0	0	0
Senior Citizens Center	0	0	0	.9	1.8	.9
Outside community agency	0	0	0	0	.4	1.3
What students plan to do when they leave Harper						
Transfer to another educational institution	36.5	40.9	32.8	2.7	5.2	4.9
Obtain a promotion/better job	8.0	9.0	17.8	6.1	3.1	8.9
Continue on same job	14.9	17.7	16.1	44.8	38.0	42.4
Obtain a job	17.0	16.8	13.5	8.6	5.7	3.4
Not sure	10.3	4.0	7.8	5.2	4.4	3.8
Continue at Harper to use education for personal development	10.4	9.5	7.1	22.7	28.8	20.7
Become/continue as a homemaker	1.6	.6	3.6	7.7	11.8	10.6
Become self employed	.4	1.1	.9	1.0	1.3	3.2
Retirement	0	0	.2	0	0	1.3
Armed Services	0	0	.2	.4	0	0
Move out of the area	.7	.4	0	0	1.7	0
Continue to explore options for my life	.2	0	0	0	0	0
Finish high school	0	0	0	.8	0	.8
Number responding	446	439	426	240	229	236

BEST COPY AVAILABLE

Principle Purpose in Enrolling at Harper	Degree Credit Percent			Continuing Education Percent		
	1982	1983	1984	1982	1983	1984
Enroll in a specific career program	36.2	34.8	35.4	8.9	10.2	9.7
Enroll in baccalaureate oriented program in order to transfer to a four-year college	27.0	29.8	27.1	3.0	2.7	3.4
Take courses for general interest	13.9	15.5	16.6	67.9	61.9	71.8
Search for a major field of interest	16.4	12.9	16.3	5.3	4.0	4.2
For retraining or refresher purposes	6.5	6.5	3.7	14.9	10.6	10.9
Pressured to enroll	--	--	.7	--	--	0
To learn the English language	0	.5	.2	0	10.6	0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number Responding	433	438	424	235	226	238
Means of Transportation to Harper						
Drive my own car	82.7	85.3	88.2	87.4	87.4	93.7
Use family car	11.3	9.4	8.4	4.6	5.6	1.7
Car pool	2.5	1.4	1.7	1.7	.9	1.3
Company Van/Car	0	1.6	.7	.4	.9	.4
Ride with someone else	1.8	1.2	.6	5.9	3.7	2.5
Take bus	1.2	.9	.2	0	.7	.4
Motorcycle	.2	0	.2	0	0	0
Walk	0	.2	0	.4	.4	0
Bicycle	.1	0	0	0	.4	0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number Responding	445	440	424	238	231	237
Preference for Public Transportation or Car Pool						
Not interested	75.6	81.5	86.0	84.0	85.7	90.3
Would be interested in bus transportation	15.6	10.3	7.9	9.7	9.6	7.2
Would prefer car pool	11.5	9.4	6.1	6.8	6.1	2.5

VOTING PATTERNS OF STUDENTS

	Degree Credit Percent 1984	Continuing Education Percent 1984
Registered Voter	69.7	85.9
Not a Registered Voter	30.3	14.1
Number Responding	426	241
Among Registered Voters		
Voted in November Election	88.6	93.2
Did Not Vote in November Election	11.4	6.8
Among Mail Respondants Only Considering Upcoming February 1985 Harper Referendum		
Would Vote For It	44.3	41.7
Would Carefully Consider Merits	44.4	45.7
Would Vote Against It	5.4	7.1
Would Not Vote	5.9	5.5
Number Responding	221	127
Is A Registered Voter	75.7	88.2
Is Not A Registered Voter	24.3	11.8
Would Be Willing To Work On Referendum	12.2	7.1
District Wide Actual February 1985 Referendum Results		
Percent Voting Yes	58.2	
Percent of Registered Voters Voting	10.4	
Percent of 18 and Older Population Registered to Vote	72.1	
District Wide Voter Percent Turnout for November 1984 Presidential Election	79.6	

William Rainey Harper College
Algonquin and Roselle Roads
Palatine, Illinois 60067
312-397-3000

Dear Student:

Because of State and community requirements and because of a desire on our part to be more responsive to community needs, it is imperative for us to obtain information on our student body.

To that end, we are sending you the enclosed questionnaire as a part of a sample of Harper College students. Since this is only a sample, it is very important that each student selected answer the questionnaire as completely as he or she can and mail it back to us in the return enveloped provided. Any information you supply will be kept strictly confidential.

We really would appreciate your help in this matter. You can be assured you are helping Harper College serve its community better.

Very truly yours,

John A. Lucas

John A. Lucas, Director
Planning and
Institutional Research

jc
Enclosures

STUDENT CHARACTERISTICS QUESTIONNAIRE

Please respond to each item by checking (✓) the one most appropriate alternative for each question.

I. Demographics

1- Your present full-time occupation. If retired or inactive, mark previous occupation. Check (✓) one.

_____ A. Managerial or executive (business executive, banker, store manager)
_____ B. Professional (doctor, lawyer, professor, nurse, R.N.)
_____ C. Sales - professional
_____ D. Semi-professional or technical (programmer, lab technician, secretary)
_____ E. Semi-skilled (machine operator, construction worker, clerk)
_____ F. Skilled trades (electrician, carpenter, plumber)
_____ G. Small business owner or farm owner
_____ H. Supervisor or public official (office manager, policeman)
_____ I. Unskilled (general laborer, farm laborer)
_____ J. Student, not employed full time
_____ K. Homemaker and student

2- What do you plan to do when you leave Harper? Check (✓) one

_____ A. Transfer to another educational institution
_____ B. Obtain a full-time job
_____ C. Obtain a promotion
_____ D. Obtain a better job
_____ E. Continue on same job as I have now
_____ F. Become/Continue as a homemaker
_____ G. Do not plan to leave Harper - plan to continue to use Harper off and on over the years for my own personal development
_____ H. I am not sure
_____ I. Move out of the area
_____ J. Become self-employed
_____ K. Join the Armed Forces
_____ L. Other (specify)_____

_____

3- Primary ethnic background - Check (✓) one.

_____ A. Asian American/Oriental - of Chinese, Japanese, Korean, Indian, Pakistani, Hawaiian, Samoan or Filipino descent.
_____ B. Middle Eastern background
_____ C. American Indian or Eskimo descent.
_____ D. Black American/or Afro American descent.
_____ E. Chicano/Mexican American
_____ F. All other American ethnic minorities, such as Puerto Rican, Cuban, Spanish, or Latin American, etc.
_____ G. White American of European descent
_____ H. Foreign students who carry F or J visa
_____ I. Other (specify)_____
_____ J. I prefer not to answer this question.

4- Your total income last year exclusive of parents' income (include spouse if married). Check (✓) one.

_____ A. Less than $ 5,000
_____ B. $ 5,000 - $ 7,499
_____ C. $ 7,500 - $ 9,999
_____ D. $10,000 - $11,999
_____ E. $12,000 - $14,999
_____ F. $15,000 - $19,999
_____ G. $20,000 - $24,999
_____ H. $25,000 - $29,999
_____ I. $30,000 - $34,999
_____ J. $35,000 - $39,999
_____ K. $40,000 - $49,999
_____ L. $50,000 - $59,999
_____ M. $60,000 - $69,999
_____ N. $70,000 - $79,999
_____ O. $80,000 -$100,000
_____ P. Over $100,000

5- Transportation -- Check (✓) your primary mode to and from Harper.

_____ A. Drive my own car
_____ B. Ride with someone else
_____ C. Use family car
_____ D. Car pool
_____ E. Motorcycle
_____ F. Bicycle
_____ G. Take bus
_____ H. Walk
_____ I. Drive company car/van

6- Would you prefer public transportation or would you like to be contacted for a car pool? Check (✓) all which apply.

_____ A. I would be interested in bus transportation.
_____ B. I would prefer to be in a car pool.
_____ C. Not interested in either.

7- What is the highest educational level you attained prior to attending Harper? Check (✓) one.

_____ A. Not a high school graduate
_____ B. High school graduate
_____ C. GED equivalency diploma
_____ D. Technical or business school graduate
_____ E. Some college
_____ F. Associate degree -- community college degree
_____ G. Some hours beyond associate degree
_____ H. Three year nursing degree
_____ I. Bachelor's degree (B.A. or B.S.)
_____ J. Master's degree
_____ K. PhD. or Ed.D - doctorate

8- Are you a registered voter? Check (✓) one.

_____ Yes
_____ No

9- If a registered voter, did you vote in the November election? Check (✓) one.

_____ Yes
_____ No

II. FAMILY INFORMATION

1- Which language is most used at home? Check (✓) one.

_____ A. English
_____ B. Spanish
_____ C. German
_____ D. Italian
_____ E. Polish
_____ F. Pakistani
_____ G. French
_____ H. Greek
_____ I. Japanese
_____ J. Chinese
_____ K. Portuquese
_____ L. Vietnamese, Cambodian, Thai, or Laotian
_____ M. Korean
_____ N. Hindu
_____ O. Filipino
_____ P. Scandanavian
_____ Q. Turkish
_____ R. Other (specify) _____

2- What age children do you have? Check (✓) all which apply

_____ A. Have no children
_____ B. Have pre-schoolers at home
_____ C. Have school age children at home
_____ D. Have post high school children at home
_____ E. Have children who have left home

3- Are you financially independent (less than $1,000 from parents and not listed as income tax dependent)? Check (✓) one.

_____ A. Yes - live away from parents

_____ B. No - live with parents

_____ C. Yes - but live with parents and pay for room and board and all other expenses

4- To plan financial aid programs for entering students, colleges need to know the financial background of their students. If your parents still claim you as a dependent, please estimate as accurately as possible your parents' income before taxes. (Leave blank if considered confidential or if you do not know or if you are financially independent of parents). Check (✓) one.

_____ A. Less than $5,000
_____ B. $ 5,000 to $ 8,999
_____ C. $ 9,000 to $12,999
_____ D. $13,000 to $16,999
_____ E. $17,000 to $20,999
_____ F. $21,000 to $24,999
_____ G. $25,000 to $29,999
_____ H. $30,000 to $34,999
_____ I. $35,000 to $39,999
_____ J. $40,000 to $49,999
_____ K. $50,000 to $59,999
_____ L. $60,000 to $69,999
_____ M. $70,000 to $79,999
_____ N. $80,000 to $100,000
_____ O. Over $100,000

III. ESTABLISHING A RELATIONSHIP WITH HARPER COLLEGE

1- How did you first learn about Harper College? Check (✓) one

_____ A. Parents, friends, or relatives
_____ B. Literature at the high school
_____ C. Literature at work
_____ D. High school counselor
_____ E. Saw the campus or live close by
_____ F. Newspaper articles or advertising
_____ G. Semester schedule received from Harper in the mail
_____ H. Harper area high school cooperative career orientation program
_____ I. Cannot remember when I first heard about Harper College
_____ J. Visit by Harper representative to my high school
_____ K. Heard about Harper through employees where I am employed
_____ L. Talked to Harper counselor or faculty
_____ M. Real estate agent
_____ N. Welcome Wagon
_____ O. Wanted specific program - found Harper College had it
_____ P. Brochures or letters received from Harper in the mail
_____ Q. Senior Citizen Center
_____ R. Employed near or at Harper College
_____ S. Saw or toured Harper van
_____ T. Saw or visited display at a shopping center
_____ U. Harper College open house
_____ V. Heard about Harper at the college I attended before
_____ W. Referendum or tax bill
_____ X. From the public library
_____ Y. Other (specify)_____

2- What or who most convinced you to first attend Harper College? Check (✓) one

_____ A. Parents, friends, or relatives
_____ B. Literature at the high school
_____ C. Literature at work
_____ D. High school counselor
_____ E. The fact that it was so inexpensive
_____ F. The fact that it is so convenient to get to
_____ G. Semester schedule received in the mail from Harper
_____ H. The facilities on the campus impressed me
_____ I. A visit to Harper's campus talking to faculty or counselors
_____ J. Harper area high school cooperative career orientation program
_____ K. Newspaper articles or advertisements
_____ L. The fact I could get specific program or course(s) which I wanted
_____ M. No particular reason
_____ N. Brochures or letters received in the mail from Harper
_____ O. I found it was easy to transfer courses to a four-year college
_____ P. Employees at work convinced me
_____ Q. Wanted to use V.A. benefits
_____ R. Harper College is better than my local community college
_____ S. Scholarships available
_____ T. It is a good place to find direction for your life
_____ U. I worked at Harper College
_____ V. The economy and the availability of jobs
_____ W. Could not get accepted at any other college
_____ X. Faculty or staff at another college recommended Harper College
_____ Y. Insurance reasons
_____ Z. Harper's reputation for excellence
_____ AA. Athletic program
_____ BB. Did not like four-year college or was dropped by them
_____ CC. Other (specify)_____

BEST COPY AVAILABLE

3- As a student, from what source do you receive the greatest help in obtaining information you need to know about Harper College? Check (✓) all that apply.

_____ A. Faculty
_____ B. Counselors at Harper
_____ C. Brochures or Newsletters
_____ D. College Catalog
_____ E. Other students
_____ F. Newspaper releases
_____ G. Semester schedule
_____ H. Employer or fellow workers
_____ I. Find information I need on my own
_____ J. Admissions Office
_____ K. Relatives or friends
_____ L. Posters or bulletin board
_____ M. High school counselor
_____ N. Career development courses or college survival course
_____ O. Senior Citizen Center
_____ P. Did not receive enough information
_____ Q. Business office
_____ R. Financial Aid Office
_____ S. Computer terminal
_____ T. Learning Resources Center (library)
_____ U. Student Newspaper - Harbinger
_____ V. Student activity participation
_____ W. Information booth
_____ X. Displays in community
_____ Y. Open House
_____ Z. Outside agency
_____ AA. Orientation program
_____ BB. My job at Harper
_____ CC. Other Harper staff
_____ DD. Other (specify)_____

_____

IV. GOALS AT HARPER COLLEGE

1- Which of the following best indicates why you enrolled at Harper? Check (✓) one.

_____ A. To enroll in a baccalaureate oriented program in order to transfer to a four-year college (specify field) _____
_____ B. To enroll in a specific career program (specify)_____
_____ C. To search for a major field of interest
_____ D. To take courses for general interest
_____ E. For retraining or refresher purposes
_____ F. To learn the English language

2- Please indicate how long you presently plan to attend Harper? Check (✓) one.

_____ A. More than three years
_____ B. Three years
_____ C. Two years
_____ D. One year
_____ E. Just one semester

3- Which of the following statements applies to you? Check (✓) one

_____ A. I have a definite major field which has remained unchanged since entering Harper College.
_____ B. I have changed fields since entering Harper
_____ C. I plan to change my major field in the near future
_____ D. I do not have a major field of study and do not need one at present
_____ E. I am searching for a field
_____ F. I have transferred to Harper from another college and entering a different curriculum at Harper
_____ G. I have a bachelor's degree or higher and starting a new program at Harper.

4- Highest education level planned. Check (✓) one.

_____ A. None--no degree or certificate
_____ B. Certificate - Career Program
_____ C. Associate - Community College Degree
_____ D. Bachelor's (B.A. or B.S.)
_____ E. Master's (M.A. or M.S.)
_____ F. Ph.D or Ed.D

V. REFERENDUM

1- Because of financial constraints due to inadequate State funding and a very low tax rate, Harper College is forced to consider a tax note referendum early next year. Failure of such a referendum would lead to reductions in academic programs and services which Harper offers. How do you feel about such a referendum -- if held -- assuming the average taxpayer would pay $15-$20 in additional taxes each year for its college?

_____ A. I would vote for it
_____ B. I would carefully consider the merits of the proposal
_____ C. I would vote against it
_____ D. I would not vote

2- Registered Voter --- _____ Yes
_____ No

3- Would you be willing to work for the referendum?

_____ Yes
_____ No

NOTE: You will be able to register to vote during Spring Open Registration on the Harper Campus.

BEST COPY AVAILABLE

ERIC CLEARINGHOUSE FOR JUNIOR COLLEGES JAN 10 1986